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ABSTRACT

This profile of entering freshmen at North Carolina State University for fall 1977 presents statistical data and a descriptive summary of the data. Information is presented on the following: new freshman headcount enrollment by field of study by sex (1971-77) and by residence (in-state, national, or international); new freshmen black enrollment (1974-77); mean CHSR, SATV, SATM, and UPGA by field of study and sex (1973-77); educational level achieved by father; type of area in which freshmen lived during high school; reasons for enrolling at the college; educational goals; political views; preferred on-campus housing arrangements; opinions on campus issues; decision about major and/or career; and proportion of new freshmen needing assistance in selected areas. (SW)

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A PROFILE OF ENTERING FRESHMEN

NORTH CAROLINA STATE UNIVERSITY

FALL, 1977

Nancy C. Dolin

Student Affairs Planning and Research

January, 1978

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INTRODUCTION

A Profile of Entering Freshmen is a study which has provided a variety of information about entering freshmen classes at NCSU for each of the past 6 years. This year the report shows a detailed analysis of the Fall 1977 new freshmen including breakdowns by sex and race.

Information in Tables 1-5 was collected from enrollment reports and admissions files and include several years of data for comparison. The remaining information was collected from a survey given to all incoming freshmen during summer orientation. These tables show 1976 total figures for comparison. Copies of the survey instrument are available from the Department of Student Affairs Planning and Research.

SUMMARY

1. Enrollment by sex. The proportion of females increased in all eight schools this year, reaching 31% for the total freshmen class. After two years of decline, the proportion of females in the School of Education is back to more than 50 percent. The Schools of Agriculture and Life Sciences and Humanities and Social Sciences are now close to being half women. SEE TABLE 1.

2. Enrollment by residence. The proportion of out-of-state students has increased slightly for the past several years going up to 15.6% for the fall 1977 freshmen class. Forest Resources continues to have the highest proportion of non-resident students with 37.9 percent, while all other schools have from eleven to twenty percent non-residents. SEE TABLE 2.

3. CHSR, SAT, and UPGA. Mean SAT scores, mean Converted High School Rank (CHSR) and mean University Predicted Grade Average (UPGA) for fall 77 new freshmen did not change from last years freshmen class. The School of Education showed the most change with mean CHSR going up from 60 in 1976 to 63 in 1977, mean SAT-Math increased to 51 from 49 and mean UPGA went from 2.36 to 2.44. SEE TABLE 3.

4. Black enrollment. The proportion of black new freshmen remained at 6% as it was in 1976. The School of Textiles showed the largest increase in proportion of black freshmen going from 8.6 percent to 11.3 percent, while this percentage for the School of Education went down from 17.7 percent to 6.3 percent. SEE TABLE 4.

5. Educational level of father. The percentage of freshmen reporting that their father attended college has increased slightly over the past several years from 55% in 1974 to 58% in 1977. The largest increase appears in the proportion of fathers with masters degrees. SEE TABLE 5.

6. Type of area in which freshmen lived during high school. Half of our 1977 new freshmen went to high school in a small town or moderate sized city while another 15% lived on a farm before entering NCSU. A higher proportion of non-blacks (15%) than blacks (6%) came from a city of more than 100,000 people. SEE TABLE 6.

7. Decision to enroll at NCSU. NCSU was the first choice of a college or university for 80% of non-black freshmen and 69% of black freshmen. "Specific strength in intended field of study" continues to be the major reason for new freshmen to enroll at N. C. State. One fourth of all black freshmen decided on State because of its "general academic reputation". SEE TABLE 7.

8. Influence on decision to enter NCSU. As in 1976, friends and parents had the strongest influence on students decisions to enter N. C. State. Representatives from the NCSU admissions office, high school guidance counselors and representatives from NCSU departments or schools had a much greater influence on black freshmen than non-black freshmen. SEE TABLE 8.

9. Educational goals. Over two thirds (69%) of black freshmen plan to eventually complete a master's or doctorate degree compared to 46% of non-black freshmen. This percentage is much higher for black females (79%) than black males (60%) and slightly higher for non-black females (49%) than non-black males (45%). SEE TABLE 9.

10. Political views. The majority of new freshmen consider themselves as middle-of-the-road with regard to political views. Black students appear to be more liberal than non-blacks in their political views. SEE TABLE 10.

11. On-campus housing. The majority of new freshmen (70%) prefer some type of co-ed housing arrangements, however, their are notable differences between males and females. Forty-four percent of the females prefer single sex halls compared to 23% of the males. On the other hand, 40% of the males prefer co-ed with different sex in alternating suites compared to only 16% of the females. SEE TABLE 11.

12. Importance of educational goals. "Preparing for a career or good job after graduation" continues to be the most important educational goal for new freshmen with 92% rating this goal as very important. "Personal development-understanding one's own abilities, limitations, interests, and standards of behavior" and "acquiring background and specialization for further education in a professional, scientific, or scholarly field" were ranked as very important by more than two-thirds of the students. Black freshmen rated all of the goals higher than non-black freshmen and most goals were rated higher by females than males. SEE TABLE 12.

13. Campus issues. Students largely agreed that women should receive the same salary and opportunities for advancement as men in comparable positions (96% agreed or strongly agreed). However, 83% of the females strongly agreed with this issue compared to only 33% of the males. A majority of students also agreed that faculty promotions should be based in part on student evaluations (83% agreed or strongly agreed). A much larger proportion of blacks (62%) than non-blacks (25%) agreed that students from disadvantaged social backgrounds should be given preferential treatment in college admissions. Only 7% of the students agreed that colleges and universities have a reputation for grading too leniently. SEE TABLE 13.

14. Participation in selected activities. Over two thirds of all new freshmen attended a rock concert and a dramatic play during the year prior to entering NCSU. About three fourths of the black students (74%) and 66% of the non-black students regularly attended religious services. Very few students attended a chamber music concert or a classical ballet. SEE TABLE 14.

15. Choice of major and career. Most of the students have decided on a major or degree program (94%), however, over half of these students are uncertain about the choice they made. A slightly higher proportion of black than non-black students feel certain about their choice of a major. The majority of new freshmen (73%) also have a particular career plan or occupational goal in mind. SEE TABLE 15.

16. Need for special assistance in selected areas. Fifty-three percent of new freshmen indicated they may need assistance in planning for a career or occupation. A majority of black students (76%) and nearly half of all non-black students reported a possible need for assistance in mathematics. In all areas except for selecting a major, higher proportions of blacks than non-blacks indicated a need for special assistance. Close to half of the new freshmen indicated an interest in taking a course for credit in career development and in improving reading and learning skills. Proportions here were also greater for blacks than for non-blacks. SEE TABLE 16.

TABLE 1

NEW FRESHMAN HEADCOUNT ENROLLMENT, BY SEX (1971 - 1977)

	1971 N	% of Total	1972 N	% of Total	1973 N	% of Total	1974 N	% of Total	1975 N	% of Total	1976 N	% of Total	1977 N	% of Total
Agriculture & L.S.														
Male	300	73.7	342	67.6	400	65.0	403	61.6	394	57.7	321	58.6	296	52.3
Female	107	26.3	164	32.4	215	35.0	251	38.4	289	42.3	227	41.4	270	47.7
Total	407	100.0	506	100.0	615	100.0	654	100.0	683	100.0	548	100.0	566	100.0
Design														
Male	62	83.8	66	90.4	46	71.9	34	64.2	30	52.6	41	71.9	36	63.2
Female	12	16.2	7	9.6	18	28.1	19	35.8	27	47.4	16	28.1	21	36.8
Total	74	100.0	73	100.0	64	100.0	53	100.0	57	100.0	57	100.0	57	100.0
Education														
Male	33	45.8	41	52.6	30	61.2	29	40.3	43	54.4	55	57.3	30	46.9
Female	39	54.2	37	47.4	19	38.8	43	59.7	36	45.6	41	42.7	34	53.1
Total	72	100.0	78	100.0	49	100.0	72	100.0	79	100.0	96	100.0	64	100.0
Engineering														
Male	622	98.6	491	98.8	585	97.5	719	96.1	815	91.9	709	90.5	808	88.8
Female	9	1.4	6	1.2	15	2.5	29	3.9	72	8.1	74	9.5	102	11.2
Total	631	100.0	497	100.0	600	100.0	748	100.0	887	100.0	783	100.0	910	100.0
Forest Resources														
Male	132	92.3	166	92.2	146	91.2	158	83.6	139	79.9	135	74.2	143	77.3
Female	11	7.7	14	7.8	14	8.8	31	16.4	35	20.1	47	25.8	42	22.7
Total	143	100.0	180	100.0	160	100.0	189	100.0	174	100.0	182	100.0	185	100.0
Hum. & Soc. Scis.														
Male	227	52.8	317	61.7	401	61.2	408	59.9	308	57.6	271	56.1	252	55.1
Female	203	47.2	197	38.3	254	38.8	273	40.1	227	42.4	212	43.9	205	44.9
Total	430	100.0	514	100.0	655	100.0	681	100.0	535	100.0	483	100.0	457	100.0
Phy. & Math. Sci.														
Male	191	65.6	151	62.9	167	72.9	196	64.9	183	62.7	148	62.7	162	62.9
Female	100	34.4	89	37.1	62	27.1	106	35.1	109	37.3	88	37.3	97	37.1
Total	291	100.0	240	100.0	229	100.0	302	100.0	292	100.0	236	100.0	259	100.0
Textiles														
Male	109	94.8	99	97.1	105	83.3	89	73.0	67	63.2	95	74.2	73	68.9
Female	6	5.2	3	2.9	21	16.7	33	27.0	39	36.8	33	25.8	33	32.0
Total	115	100.0	102	100.0	126	100.0	122	100.0	106	100.0	128	100.0	106	100.0
TOTAL														
Male	1676	77.5	1673	76.4	1880	75.3	2036	72.2	1979	70.4	1775	70.6	1800	69.1
Female	487	22.5	517	23.6	618	24.7	785	27.8	834	29.6	738	29.4	804	30.9
Total	2163	100.0	2190	100.0	2498	100.0	2821	100.0	2813	100.0	2513	100.0	2604	100.0

TABLE 2

NEW FRESHMEN HEADCOUNT ENROLLMENT, BY RESIDENCE (1971 - 1977)

	1971 N	% of Total	1972 N	% of Total	1973 N	% of Total	1974 N	% of Total	1975 N	% of Total	1976 N	% of Total	1977 N	% of Total
Agriculture & L.S.														
In-state	352	86.5	441	87.2	568	92.4	599	91.6	626	91.7	506	92.3	503	88.9
National	55	13.5	64	12.6	46	7.5	54	8.3	55	8.1	40	7.3	58	10.2
International	-	-	1	0.2	1	0.2	1	0.2	2	0.3	2	0.4	5	0.9
Design														
In-state	65	87.8	69	94.5	55	85.9	47	88.7	55	96.5	47	82.5	46	80.7
National	9	12.2	4	5.5	9	14.1	6	11.3	2	3.5	9	15.8	11	19.3
International	-	-	-	-	-	-	-	-	-	-	1	1.7	-	-
Education														
In-state	61	84.7	73	93.6	43	87.8	61	84.7	69	87.3	74	77.1	54	84.4
National	11	15.3	5	6.4	6	12.2	11	15.3	10	12.7	21	21.9	10	15.6
International	-	-	-	-	-	-	-	-	-	-	1	1.0	-	-
Engineering														
In-state	556	88.1	433	87.1	532	88.7	673	90.0	801	90.3	705	90.0	797	87.6
National	71	11.3	58	11.7	59	9.8	72	9.6	76	8.6	75	9.6	99	10.9
International	4	0.6	6	1.2	9	1.5	3	0.4	10	1.1	3	0.4	14	1.5
Forest Resources														
In-state	109	76.2	131	72.8	110	68.8	138	73.0	116	66.7	126	69.2	115	62.2
National	34	23.8	49	27.2	50	31.2	51	27.0	57	32.8	55	30.2	68	36.7
International	-	-	-	-	-	-	-	-	1	0.6	1	0.5	2	1.2
Hum. & Soc. Scis.														
In-state	394	91.6	464	90.3	567	86.6	597	87.7	455	85.0	414	85.7	366	80.1
National	34	7.9	49	9.5	88	13.4	84	12.3	76	14.2	64	13.3	85	18.6
International	2	0.5	1	0.2	-	-	-	-	4	0.7	5	1.0	6	1.3
Phy. & Math. Sci.														
In-state	255	87.6	219	91.2	216	94.3	285	94.4	268	91.8	214	90.7	226	87.3
National	32	11.0	20	8.3	11	4.8	17	5.6	23	7.9	21	8.9	33	12.7
International	4	1.4	1	0.4	2	0.9	-	-	1	0.3	1	0.4	-	-
Textiles														
In-state	109	94.8	99	97.1	116	92.1	111	91.0	87	82.1	116	90.6	91	85.9
National	4	3.5	2	2.0	8	6.3	9	7.4	14	13.2	8	6.3	10	9.4
International	2	1.7	1	1.0	2	1.6	2	1.6	5	4.7	4	3.1	5	4.7
TOTAL														
In-state	1901	87.9	1929	88.1	2207	88.4	2511	89.0	2477	88.1	2202	87.6	2198	84.4
National	250	11.6	251	11.5	277	11.1	304	10.8	313	11.1	293	11.7	374	14.4
International	12	0.6	10	0.5	14	0.6	6	0.2	23	0.8	18	0.7	32	1.2

TABLE 3

MEAN CHSR, SATV, SATM, AND UPGA, BY SCHOOL (1973 - 1977)

	1973			1974			1975			1976			1977		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Agri. & L. S.															
CHSR	58	63	60	59	63	61	59	63	61	60	63	61	60	63	62
SATV	46	50	48	47	50	48	46	49	47	47	49	47	46	49	47
SATM	53	51	52	53	52	53	52	50	51	52	50	51	53	51	52
UPGA	1.95	2.13	2.01	2.09	2.28	2.16	2.26	2.39	2.32	2.45	2.59	2.50	2.47	2.60	2.53
Design															
CHSR	65	68	65	68	67	67	67	66	66	62	63	62	61	66	63
SATV	52	57	53	57	54	56	54	54	54	53	52	53	51	51	51
SATM	63	61	62	63	58	61	62	57	60	60	57	58	58	57	57
UPGA	2.49	2.65	2.53	2.70	2.59	2.66	2.80	2.73	2.77	2.75	2.73	2.75	2.62	2.77	2.67
Education															
CHSR	56	66	60	58	64	62	56	64	59	57	64	60	61	64	63
SATV	44	52	47	41	51	47	42	47	44	39	49	45	43	47	45
SATM	51	55	53	49	54	52	47	51	49	44	53	49	50	52	51
UPGA	1.80	2.37	2.02	1.89	2.38	2.18	1.97	2.42	2.18	2.06	2.61	2.36	2.31	2.57	2.44
Engineering															
CHSR	60	66	60	61	66	61	61	65	61	61	67	62	61	65	61
SATV	48	56	49	48	52	48	48	51	48	48	50	48	46	48	47
SATM	58	62	58	58	59	58	56	56	56	57	56	57	57	55	57
UPGA	2.15	2.58	2.16	2.25	2.58	2.27	2.40	2.60	2.42	2.56	2.75	2.60	2.55	2.69	2.56
Forest Resources															
CHSR	59	60	59	59	61	60	60	63	60	60	62	61	61	62	61
SATV	49	52	49	48	51	48	48	51	49	46	48	47	47	48	47
SATM	54	54	54	55	55	55	55	53	55	53	50	52	56	51	55
UPGA	2.06	2.11	2.06	2.14	2.27	2.16	2.34	2.47	2.37	2.43	2.52	2.47	2.51	2.54	2.52
Hum. & Soc. Scis.															
CHSR	55	59	57	56	60	58	57	60	58	57	60	58	57	59	58
SATV	46	48	47	47	48	47	47	47	47	46	45	45	45	46	45
SATM	52	49	50	52	49	51	52	47	50	52	46	49	51	48	49
UPGA	1.80	1.92	1.84	1.94	2.07	1.99	2.19	2.22	2.20	2.31	2.37	2.35	2.31	2.38	2.34
Phy. & Math. Sci.															
CHSR	61	66	62	62	66	64	61	66	63	62	66	63	61	65	63
SATV	50	51	50	50	50	50	49	47	48	48	47	47	47	47	47
SATM	60	58	60	59	58	58	58	55	57	59	55	57	58	56	57
UPGA	2.24	2.46	2.30	2.36	2.53	2.42	2.47	2.55	2.50	2.64	2.68	2.67	2.57	2.70	2.61
Textiles															
CHSR	60	64	61	59	63	60	57	60	59	60	64	61	59	65	61
SATV	46	48	46	45	47	46	44	46	44	45	48	46	45	48	46
SATM	53	51	52	54	52	53	50	48	50	51	51	52	52	51	52
UPGA	2.03	2.14	2.05	2.08	2.27	2.14	2.13	2.22	2.16	2.38	2.58	2.46	2.40	2.58	2.46
NCSU TOTAL															
CHSR	59	62	59	59	63	60	60	63	61	60	63	61	60	63	61
SATV	48	49	48	48	49	48	47	48	48	47	48	47	46	48	47
SATM	55	52	54	55	52	54	54	51	53	55	52	54	55	52	54
UPGA	2.03	2.11	2.05	2.16	2.26	2.19	2.33	2.39	2.35	2.48	2.55	2.52	2.49	2.57	2.52

TABLE 4

NEW FRESHMEN BLACK ENROLLMENT, FALL 1974-1977

	MALE				FEMALE				TOTAL							
	1974 N	1975 N	1976 N	1977 N	1974 N	1975 N	1976 N	1977 N	1974 N	% of Total	1975 N	% of Total	1976 N	% of Total	1977 N	% of Total
Agriculture & L.S.	11	7	4	7	11	18	9	12	22	3.4	25	3.7	13	2.4	19	3.4
Design	0	0	2	0	1	0	1	0	1	1.9	0	0.0	3	5.3	0	-
Education	8	2	14	2	4	2	3	2	12	16.7	4	5.1	17	17.7	4	6.3
Engineering	29	34	36	41	4	12	10	21	33	4.4	46	5.2	46	5.9	62	6.8
Forest Resources	1	0	0	3	0	0	1	1	1	0.5	0	0.0	1	0.5	4	2.3
Hum. & Soc. Sci.	16	15	13	18	26	24	33	24	42	6.2	39	7.3	46	9.5	42	9.2
Phy. & Math. Sci.	14	9	10	8	9	12	10	8	23	7.6	21	7.2	20	8.5	16	6.2
Textiles	7	3	10	6	4	2	1	6	11	9.0	5	4.7	11	8.6	12	11.3
TOTAL	86	70	89	85	59	70	68	74	145	5.1	140	5.0	157	6.2	159	6.1

TABLE 5

EDUCATIONAL LEVEL OF FATHER, BY SEX

	1977 Male	1977 Female	1977 Total	1976 TOTAL	1975 TOTAL	1974 TOTAL
Less than 8th grade	6.1%	6.3%	6.1%	6.7%	6.6%	5.9%
Completed 8th grade	7.2	7.5	7.3	6.8	6.8	7.9
High school diploma	19.3	17.8	18.9	19.9	20.4	21.1
Post high school - technical vocational training	9.5	9.8	9.6	9.2	10.2	10.1
Attended college	18.8	16.2	18.0	17.6	17.5	18.3
Bachelor's degree	25.6	26.2	25.7	26.9	26.6	24.6
Master's degree	8.5	8.0	8.4	6.9	6.7	6.5
Doctor's degree	5.0	8.2	6.0	6.0	5.1	5.6
TOTAL	100.0	100.0	100.0	100.0	99.9	100.0
Number responding	*1799*	*803*	*2602*	*2610*	*2863*	*2817*
Percentage attending college	*57.9*	*58.8*	*58.1*	*57.4*	*55.8*	*56.0*

TABLE 6

TYPE OF AREA IN WHICH FRESHMEN LIVED DURING HIGH SCHOOL

	BLACK			WHITE			TOTAL			1976
	Male	Female	Total	Male	Female	Total	Male	Female	Total	TOTAL
Rural - Farm	21%	3%	12%	15%	15%	15%	15%	14%	15%	17%
Rural - Non farm	18	12	15	11	9	11	12	9	11	10
Small town (less than 20,000)	23	25	24	26	24	25	26	24	25	23
Moderate sized city (20,000 - 60,000)	22	32	27	23	29	25	23	29	25	23
Large city (60,000 - 100,000)	13	18	16	10	10	10	10	11	11	10
Urban area (more than 100,000)	3	10	6	15	13	15	15	13	14	16
Number responding	*68*	*60*	*128*	*1561*	*657*	*2308*	*1619*	*717*	*2336*	*2107*

TABLE 7

DECISION TO ENROLL AT NCSU

Which choice of a college or university was NCSU for you?	BLACK			NON-BLACK			TOTAL			1976
	Male	Female	Total	Male	Female	Total	Male	Female	Total	TOTAL
1st. Choice	68%	69%	69%	80%	80%	80%	80%	79%	79%	81%
2nd. Choice	29	27	28	18	18	18	18	19	18	17
3rd. Choice	3	3	3	2	2	2	2	2	2	2
Number responding	*69*	*62*	*131*	*1558*	*661*	*2217*	*1626*	*723*	*2348*	*2114*
What is the major reason you decided to enroll at NCSU?										
Specific strength in intended field of study	54	44	50	59	49	56	59	48	56	56
General academic reputation	22	28	25	17	19	18	18	20	18	14
General impression of campus and students	10	11	11	10	17	12	10	16	12	14
Only institution in N.C. which offers my major	0	5	2	6	5	5	5	5	5	6
Close to home	9	7	8	5	6	5	5	6	5	6
Friends are enrolled here	1	0	1	2	2	2	2	1	2	2
Financial aid	3	2	2	1	1	1	1	1	1	1
Success of athletic teams	0	3	2	1	1	1	1	1	1	1
Number responding	*68*	*61*	*130*	*1543*	*656*	*2197*	*1610*	*716*	*2326*	*2106*

TABLE 8

RATE THE INFLUENCE THAT EACH OF THE FOLLOWING HAD ON YOUR DECISION TO ENTER NCSU

	BLACK			NON-BLACK			TOTAL			1976
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Total
Parents										
Strong influence	16%	21%	18%	18%	21%	19%	18%	21%	19%	18%
Moderate influence	41	40	41	49	45	47	48	44	47	50
No influence	43	3	41	33	34	34	34	35	34	32
Representative from NCSU Admissions Office										
Strong influence	28	23	25	5	5	5	6	6	6	6
Moderate influence	35	39	37	26	24	25	26	25	26	25
No influence	37	39	38	69	71	70	68	69	68	69
High School Teacher(s)										
Strong influence	10	11	11	9	7	8	9	7	8	10
Moderate influence	47	43	45	34	31	33	35	32	34	31
No influence	43	46	44	57	62	59	56	61	58	59
High School Guidance Counselor										
Strong influence	23	31	27	15	12	14	15	14	15	13
Moderate influence	46	27	37	38	36	37	38	36	37	34
No influence	31	42	36	47	51	49	47	50	48	53
Friends										
Strong influence	19	21	20	26	27	26	26	26	26	24
Moderate influence	48	44	46	47	42	45	47	42	45	48
No influence	33	34	34	27	31	28	27	31	28	28
Relatives										
Strong influence	10	16	13	15	15	15	14	15	15	12
Moderate influence	36	36	36	29	24	27	29	25	28	25
No influence	54	47	51	56	61	58	56	60	57	63
Representative from a NCSU Department or School										
Strong influence	29	23	26	15	12	14	15	13	15	14
Moderate influence	38	42	40	24	24	24	25	25	25	27
No influence	32	35	34	61	64	62	60	62	60	59
Number responding	*88*	*83*	*130*	*1541*	*857*	*2205*	*1616*	*719*	*2335*	*2084*

TABLE 9

EDUCATIONAL GOALS

	BLACK			NON-BLACK			TOTAL			1976
	Male	Female	Total	Male	Female	Total	Male	Female	Total	TOTAL
What is the highest level of education you plan to complete?										
College, but less than bachelor's degree	1%	2%	2%	1%	1%	1%	1%	2%	1%	4%
Bachelors degree or equivalent	38	19	29	54	50	53	53	47	51	51
Masters degree (MA, MS, MBA)	43	52	47	33	28	31	33	30	32	28
Doctorate Degree (PhD, MD, DdD, JD)	17	27	22	12	21	15	13	22	15	16
Number responding	*70*	*83*	*131*	*1649*	*651*	*2300*	*1618*	*713*	*2331*	*3099*

TABLE 10

POLITICAL VIEWS

	BLACK			NON-BLACK			TOTAL			1976
	Male	Female	Total	Male	Female	Total	Male	Female	Total	TOTAL
Ultra-Liberal	3%	0%	2%	1%	2%	1%	1%	2%	1%	1%
Liberal	36	34	35	21	23	22	22	24	22	24
Middle-of-the-road (moderate)	50	56	53	57	62	58	56	61	58	57
Conservative	8	10	9	20	13	18	20	13	18	17
Ultra-conservative	3	0	2	1	0	1	1	0	1	1
Number responding	*68*	*63*	*138*	*1645*	*652*	*2197*	*1611*	*714*	*2325*	*3090*

TABLE 11

PREFERRED ON-CAMPUS HOUSING ARRANGEMENTS

	BLACK			NON-BLACK			TOTAL			1976
	Male	Female	Total	Male	Female	Total	Male	Female	Total	TOTAL
Single sex hall	26%	27%	27%	33%	46%	38%	33%	44%	38%	29%
Co-ed with different sex on alternating floors	29	56	42	38	39	38	37	40	38	37
Co-ed with different sex in alternating suites	44	16	31	29	15	22	40	16	32	34
Number responding	*68*	*63*	*130*	*1648*	*669*	*2307*	*1618*	*731*	*2337*	*3094*

TABLE 12

INDICATE THE IMPORTANCE OF THE FOLLOWING EDUCATIONAL GOALS TO YOU PERSONALLY

	BLACK			NON-BLACK			TOTAL			1976
	Male	Female	Total	Male	Female	Total	Male	Female	Total	TOTAL
Preparing for a career or good job after graduation										
Very important	96%	94%	95%	93%	88%	91%	93%	89%	92%	91%
Moderately important	1	6	4	4	9	6	4	8	5	7
Not important	3	0	1	3	3	3	3	3	3	2
Personal development-understanding one's own abilities, limitations, interests, and standards of behavior										
Very important	78	90	84	66	74	69	67	75	69	73
Moderately important	21	10	15	29	23	27	29	22	27	24
Not important	1	0	1	4	4	4	4	3	4	3
Acquiring background and specialization for further education in a professional, scientific, or scholarly field										
Very important	73	85	79	67	69	68	68	70	68	67
Moderately important	21	15	18	27	24	26	26	23	25	25
Not important	6	0	3	6	7	6	6	7	6	8
Social development-gaining experience and skill in relating to other people										
Very important	54	74	63	48	61	52	49	62	53	59
Moderately important	43	24	34	46	35	43	46	34	42	37
Not important	3	2	2	6	4	5	5	4	5	4
Developing an ability to think critically and to understand the origin, nature, and limitations of knowledge										
Very important	71	79	75	52	50	52	53	53	53	50
Moderately important	28	21	25	43	44	43	42	42	42	42
Not important	1	0	1	5	5	5	5	5	5	7
Developing an understanding and appreciation of science and technology										
Very important	66	53	60	58	46	54	58	47	54	47
Moderately important	24	44	33	38	42	39	37	42	39	43
Not important	10	3	7	5	12	7	5	11	7	10
Developing an ability to write and to speak clearly, correctly, and effectively										
Very important	60	76	68	38	41	39	39	44	40	41
Moderately important	35	23	29	53	52	53	52	49	51	50
Not important	4	2	3	9	7	8	9	7	8	9
Knowing how to participate effectively as a citizen in one's community and in widerareas										
Very important	52	52	52	32	38	34	33	39	35	33
Moderately important	42	45	43	59	53	58	59	53	57	58
Not important	6	3	5	8	9	8	8	8	8	9

TABLE 12 CONTINUED

INDICATE THE IMPORTANCE OF THE FOLLOWING EDUCATIONAL GOALS TO YOU PERSONALLY

	BLACK			NON-BLACK			TOTAL			1976
	Male	Female	Total	Male	Female	Total	Male	Female	Total	TOTAL
Acquiring a broad cultural and literary education										
Very important	45	45	45	26	34	29	27	35	30	29
Moderately important	51	55	53	64	62	64	64	61	63	62
Not important	4	0	2	9	4	8	9	4	7	9
Understanding different philosophies, cultures, and ways of life										
Very important	29	45	37	15	23	17	15	25	18	21
Moderately important	65	48	57	65	66	65	65	65	65	62
Not important	6	6	6	20	10	17	20	10	17	17
Developing an appreciation and enjoyment of art, music, and literature										
Very important	24	31	27	16	21	18	16	22	18	19
Moderately important	51	64	58	58	64	59	57	64	59	54
Not important	25	5	15	26	14	23	26	14	22	27
Number responding	*68*	*82*	*130*	*1554*	*859*	*2313*	*1622*	*721*	*2343*	*3106*

TABLE 13

PROPORTION WHO AGREE OR STRONGLY AGREE WITH SELECTED ISSUES

	BLACK			NON-BLACK			TOTAL			1976
	Male	Female	Total	Male	Female	Total	Male	Female	Total	TOTAL
Faculty promotions should be based in part on student evaluations										
Strongly agree	20%	21%	20%	14%	15%	14%	14%	16%	14%	16%
Agree	66	65	66	69	68	69	69	68	69	4
College grades should be abolished										
Strongly agree	3	0	2	1	1	1	1	1	1	2
Agree	8	8	8	9	5	8	9	5	8	7
Colleges would be improved if intercollegiate sports were de-emphasized										
Strongly agree	6	2	4	2	3	3	3	3	3	2
Agree	12	5	9	10	11	10	10	11	10	9
College officials have the right to ban persons with extreme views from speaking on campus										
Strongly agree	2	0	1	3	1	2	3	1	2	3
Agree	12	10	11	15	11	14	15	11	13	12
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions										
Strongly agree	18	5	12	2	2	2	3	2	3	3
Agree	58	42	50	24	22	23	25	23	25	22
Universities should restrict enrollment in degree programs in which supply of graduates exceeds the demand										
Strongly agree	14	5	10	6	8	7	6	8	7	7
Agree	37	40	38	47	46	47	47	45	46	41
Marijuana should be decriminalized										
Strongly agree	13	5	9	11	14	12	11	14	12	7*
Agree	27	35	31	38	33	37	38	33	36	25
Women should receive the same salary and opportunities for advancement as men in comparable positions										
Strongly agree	42	87	63	33	83	48	33	83	49	48
Agree	50	10	31	62	16	48	62	15	47	48
Colleges and universities have a reputation for grading too leniently										
Strongly agree	0	3	2	1	1	1	1	1	1	1
Agree	8	8	8	7	4	6	7	5	6	6
Freshmen should be required to live on campus during their first year										
Strongly agree	25	32	28	13	15	14	13	17	14	
Agree	23	25	24	33	30	32	33	29	32	
Number responding	*65*	*59*	*124*	*1497*	*643*	*2140*	*1562*	*702*	*2264*	*2084*

*In 1976 the statement was worded: Marijuana should be legalized

TABLE 14

PROPORTION OF NEW FRESHMEN WHO PARTICIPATED IN SELECTED ACTIVITIES DURING YEAR PRIOR TO ENTRY

	BLACK			NON-BLACK			TOTAL			1976
	Male	Female	Total	Male	Female	Total	Male	Female	Total	TOTAL
Attended a rock concert	51%	66%	59%	73%	68%	72%	72%	68%	71%	67%
Attended a dramatic play	56	66	61	65	77	69	65	76	68	68
Participated in a team sport	73	56	65	74	48	66	74	49	66	
Regularly attended religious services	75	74	74	66	66	66	66	67	66	68
Visited an art gallery or museum	56	50	53	63	69	65	63	67	64	62
Attended a musical play	44	73	58	58	74	63	57	74	62	61
Done wood working, ceramics, weaving, etc.	24	37	30	39	43	40	39	43	40	38
Done any painting, sculpture, etching, etc.	37	39	38	32	42	35	32	42	35	32
Attended a jazz concert	32	45	38	35	33	34	35	34	34	28
Attended a modern dance performance	38	58	48	30	35	32	30	37	32	31
Attended a symphony concert	26	27	27	29	36	31	29	35	31	29
Participated in the production of a play	27	24	26	27	29	27	27	29	27	30
Played in an instrumental concert or recital	21	21	21	20	20	20	20	20	20	16
Attended a country western concert	3	2	2	19	22	20	19	20	19	16
Sung in a choral or concert recital	27	29	28	14	22	17	15	23	17	18
Attended a chamber music concert	14	25	19	17	18	17	17	18	17	15
Attended a classical ballet	8	24	16	7	15	9	7	16	10	10
Number responding	*65*	*61*	*127*	*1502*	*650*	*2152*	*1567*	*712*	*2279*	*3100*

TABLE 15

DECISION ABOUT MAJOR AND CAREER

	BLACK			NON-BLACK			TOTAL			1976
	Male	Female	Total	Male	Female	Total	Male	Female	Total	TOTAL
At this time, have you decided on a major (i.e., degree program)?										
Yes, feel certain about my choice of a major	52%	58%	55%	45%	43%	45%	45%	45%	45%	46%
Yes, but am uncertain about my choice	47	40	44	49	50	49	49	49	49	48
No, have no idea what to major in	2	2	2	6	7	6	6	6	6	5
Proportion who have a particular career plan or occupational goal in mind	72	89	80	71	74	72	71	75	73	69
Number responding	*66*	*61*	*128*	*1513*	*649*	*2161*	*1579*	*711*	*2289*	*3106*

TABLE 16

PROPORTION OF NEW FRESHMEN NEEDING ASSISTANCE IN SELECTED AREAS

	BLACK			NON-BLACK			TOTAL			1976
	Male	Female	Total	Male	Female	Total	Male	Female	Total	TOTAL
Planning for a career or occupation	53%	66%	60%	52%	55%	53%	52%	56%	53%	57%
Mathematics	68	84	76	45	55	48	46	58	49	47
Writing skills	53	56	55	47	42	46	47	43	46	47
Study skills	55	58	56	43	36	41	43	38	42	39
Selecting an academic major or field of study	37	40	39	41	45	42	40	45	42	37
Reading skills	39	34	36	34	23	31	34	24	31	27
Adjusting to being on your own	25	29	27	10	14	11	11	15	12	12
Dealing with personal problems	23	31	27	10	12	11	11	14	11	10
PROPORTION INTERESTED IN COURSE FOR CREDIT IN:										
Career development (planning for a career)	58	66	62	47	44	46	48	46	47	53
Improving reading and learning skills	67	68	67	47	35	43	48	38	45	
Learning to play a musical instrument	53	48	51	29	30	30	30	32	31	37
Learning about one or more areas of play production	33	40	37	18	27	20	18	28	21	
Learning to sing and read music	48	35	42	18	22	19	19	23	20	24
Number responding	*86*	*83*	*138*	*1505*	*849*	*2354*	*1570*	*711*	*2281*	*3098*